

Risk Watch[®]



F I F T H G R A D E

S U P P L E M E N T A L L E S S O N S

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RISK WATCH[®] AREA: MOTOR VEHICLE SAFETY

Objective:

Students will edit motor vehicle safety statements using correct punctuation, capitalization, grammar or spelling.
Students will list 5 life saving rules they have learned about motor vehicle safety.

Preparation:

Copy a motor vehicle safety editing sheet for each student.

Procedure:

1. Review the safety messages from the Motor Vehicle Safety lesson in the Risk Watch[®] Curriculum.
2. Review editing techniques including checking for:
 - Capitalization of proper nouns
 - Periods, question marks, and exclamation points
 - Proper grammar
 - Spelling
 - The use of apostrophes in contractions
 - Quotation marks
 - The use of periods in a title such as Dr. or Mrs.
3. Pass out the editing worksheet for students to complete independently.
4. Go over the safety messages when everyone is done.

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.

3.A.2 WRITE PARAGRAPHS THAT INCLUDE A VARIETY OF SENTENCE TYPES; APPROPRIATE USE OF THE EIGHT PARTS OF SPEECH; AND ACCURATE SPELLING, CAPITALIZATION AND PUNCTUATION.

3.B.2A GENERATE AND ORGANIZE IDEAS USING A VARIETY OF PLANNING STRATEGIES (E.G., MAPPING, OUTLINING, DRAFTING).

3.B.2D EDIT DOCUMENTS FOR CLARITY, SUBJECTIVITY, PRONOUN-ANTECEDENT AGREEMENT, ADVERB AND ADJECTIVE AGREEMENT AND VERB TENSE; PROOFREAD FOR SPELLING, CAPITALIZATION AND PUNCTUATION; AND ENSURE THAT DOCUMENTS ARE FORMATTED IN FINAL FORM FOR SUBMISSION AND/OR PUBLICATION.

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 22: UNDERSTAND THE PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

22.A.2c DESCRIBE AND COMPARE HEALTH AND SAFETY METHODS THAT REDUCE THE RISKS ASSOCIATED WITH DANGEROUS SITUATIONS (E.G., WEARING SEAT BELTS AND HELMETS, USING SUNSCREEN).

22.B.2 DESCRIBE HOW INDIVIDUALS AND GROUPS INFLUENCE THE HEALTH OF INDIVIDUALS (E.G., PEER PRESSURE, MEDIA AND ADVERTISING).



Risk Watch[®]: Worksheet

NAME _____

DATE _____

DIRECTIONS: Proofread each sentence. Look for capitalization, punctuation, spelling and usage errors.
Write each sentence correctly.

1. Childrn ages 12 and under should ride in the back seat of the vehicle.

2. Most children weighing more than 80 pounds are big enouf to wear a lap-shouldar belt

3. William always stands back at least 10 foot from the curb while waiting for the Bus.

4. Dont push or shove any one in line. get on the bus quickly and find a seat

5. The bus driver told carrie to keep her head arms and hands inside the bus at all times?

6. Hold onto the bus handrails to pravent falling down when exiting the bus.

7. Mrs Graham told the class to keep the aisle of the bus clear of feet, backpacks books and lunch boxes.

8. Me and Linda follow bus safety rules everyday

9. Does the shouldar strap need to fit snugly across the chest, asked Linda.

10. Its very important that all children learn about safe sckool bus behaviors

List 5 life saving rules you have learned about motor vehicle safety:

1. _____

2. _____

3. _____

4. _____

5. _____



RISK WATCH[®] AREA: FIRE AND BURN PREVENTION

Objective:

Students will use the information from the chart to answer mathematical questions.

Preparation:

Copy the worksheet for each student.

Procedure:

1. Have the class brainstorm fire safety tips and list them on one side of the board.
2. After the class is through brainstorming discuss the information from the Risk Watch[®] Curriculum on Fire and Burn Prevention.
3. Discuss the loss that people feel when there is a fire such as: life, belongings, property, memories, etc.
4. Students should now complete the worksheet.

Teacher Answer Key

1. Indiana
2. Florida
3. \$ 11,540.00
4. \$ 6,176
5. \$ 6,265
6. Maine and New York
7. Nebraska and Wisconsin
8. \$5,610

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.

- 4.A.2A DEMONSTRATE UNDERSTANDING OF THE LISTENING PROCESS (E.G., SENDER, RECEIVER, MESSAGE) BY SUMMARIZING AND PARAPHRASING SPOKEN MESSAGES ORALLY AND IN WRITING IN FORMAL AND INFORMAL SITUATIONS.
- 4.A.2B ASK AND RESPOND TO QUESTIONS RELATED TO ORAL PRESENTATIONS AND MESSAGES IN SMALL AND LARGE GROUP SETTINGS.
- 4.A.2C RESTATE AND CARRY OUT A VARIETY OF ORAL INSTRUCTIONS.
- 4.B.2B USE SPEAKING SKILLS AND PROCEDURES TO PARTICIPATE IN GROUP DISCUSSIONS.

MATHEMATICS

STATE GOAL 6: DEMONSTRATE AND APPLY A KNOWLEDGE AND SENSE OF NUMBERS, INCLUDING NUMERATION AND OPERATION (ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION), PATTERNS, RATIOS, AND PROPORTIONS.

- 6.B.2 SOLVE ONE- AND TWO-STEP PROBLEMS INVOLVING WHOLE NUMBERS, FRACTIONS AND DECIMALS USING ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION.
- 6.C.2A SELECT AND PERFORM COMPUTATIONAL PROCEDURES TO SOLVE PROBLEMS WITH WHOLE NUMBERS, FRACTIONS AND DECIMALS.
- 6.C.2B SHOW EVIDENCE THAT COMPUTATIONAL RESULTS USING WHOLE NUMBERS, FRACTIONS AND DECIMALS ARE CORRECT AND/OR THAT ESTIMATES ARE REASONABLE.

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

- 22.A.2c DESCRIBE AND COMPARE HEALTH AND SAFETY METHODS THAT REDUCE THE RISKS ASSOCIATED WITH DANGEROUS SITUATIONS (E.G., WEARING SEAT BELTS AND HELMETS, USING SUN-SCREEN).

STATE GOAL 24: PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.

- 24.B.2 DESCRIBE KEY ELEMENTS OF A DECISION-MAKING PROCESS.



NAME _____

DATE _____

DIRECTIONS: Use the chart below to answer the questions.

State	Average Property Loss per Fire
Arizona	\$ 3,947.00
California	\$ 6,274.00
Florida	\$ 3,592.00
Indiana	\$ 10,212.00
Kansas	\$ 5,266.00
Maine	\$ 4,248.00
Nebraska	\$ 7,334.00
New York	\$ 7,650.00
Oregon	\$ 5,837.00
Wisconsin	\$ 7,402.00

1. Which state had the highest average property loss per fire?

2. Which state had the lowest average property loss per fire?

3. What was the sum of the property loss per fire for California and Kansas?

4. What is the average property loss per fire for all 10 states?

5. What is the difference when comparing Indiana and Arizona's average property loss?

6. Which two states have a sum of \$11,898.00?

7. Which two states have a difference of \$68.00?

8. What is the total average property loss for Oregon, Florida and Wisconsin?



RISK WATCH[®] AREA: CHOKING, SUFFOCATION, STRANGULATION

Objective:

Students will read the article on Choking Prevention and answer questions in complete sentences.

Preparation:

Make a copy of the Heimlich Maneuver card from the Risk Watch[®] Curriculum on Choking, Suffocation and Strangulation Prevention.

Make a copy of the article and the questions for each student.

Procedure:

1. Review the information in the Risk Watch[®] Curriculum on Choking, Suffocation and Strangulation with the class.
2. Have students practice the Heimlich Maneuver on another classmate.
3. Have students read the article on their own and answer the questions in complete sentences.
4. Go over the students' answers to the questions and discuss the article as a class.

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 1: READ WITH UNDERSTANDING AND FLUENCY.

- 1.A.2A READ AND COMPREHEND UNFAMILIAR WORDS USING ROOT WORDS, SYNONYMS, ANTONYMS, WORD ORIGINS AND DERIVATIONS.
- 1.A.2B CLARIFY WORD MEANING USING CONTEXT CLUES AND A VARIETY OF RESOURCES INCLUDING GLOSSARIES, DICTIONARIES AND THESAURUSES.
- 1.C.2D SUMMARIZE AND MAKE GENERALIZATIONS FROM CONTENT AND RELATE TO PURPOSE OF MATERIAL.

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 19: ACQUIRE MOVEMENT SKILLS AND UNDERSTAND CONCEPTS NEEDED TO ENGAGE IN HEALTH-ENHANCING PHYSICAL ACTIVITY.

- 19.C.2A IDENTIFY AND APPLY RULES AND SAFETY PROCEDURES IN PHYSICAL ACTIVITIES.

STATE GOAL 21: DEVELOP TEAM-BUILDING SKILLS BY WORKING WITH OTHERS DURING PHYSICAL ACTIVITY.

- 21.B.2 WORK COOPERATIVELY WITH A PARTNER OR SMALL GROUP TO REACH A SHARED GOAL DURING PHYSICAL ACTIVITY.

STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

- 22.A.2c DESCRIBE AND COMPARE HEALTH AND SAFETY METHODS THAT REDUCE THE RISKS ASSOCIATED WITH DANGEROUS SITUATIONS (E.G., WEARING SEAT BELTS AND HELMETS, USING SUN-SCREEN).



How to Prevent Choking in Your Home

Choking occurs when food or small objects block the airway. When this happens it prevents oxygen from getting to the lungs and the brain. When the brain is without oxygen for more than four minutes, brain damage and even death can occur.

In the United States, deaths due to choking on toys, food or household items are estimated at 2,800 annually. The number of childhood deaths from choking on food is estimated to be 75 per year, with the greatest number of children being less than 2 years old. These deaths can be prevented if parents and babysitters watch their children more closely and keep harmful items out of reach.

It is important that children eat at the table, or at least sitting down. Never let your children walk or run with food in their mouth. Encourage children to eat slowly and chew their food well. Cut up foods that are firm and round and can get lodged in a child's airway. Here is a list of foods most likely to cause a choking problem for children: grapes, hard candies, hot dogs, nuts, popcorn, raw vegetables, and raisins.

Playtime can lead to disaster if children are not properly supervised. Follow age recommendations on toy packages. Don't let children play with toys that are made for older children. Check under your furniture and between cushions for dangerous items young children could find such as: coins, marbles, buttons, etc.

Be prepared in case a child does choke on a small object or food. Take a First Aid class and learn the Heimlich Maneuver. The Heimlich Maneuver is performed when a person is choking.



CHOKING

How to Prevent Choking in Your Home - Questions

NAME _____

DATE _____

1. What is the author's purpose for writing this article?

2. How does choking occur?

3. What happens to the brain if it does not have oxygen in four minutes?

4. Which age group for children is most likely to choke on an item? Why do you think this age group chokes most often?

5. How can parents and caregivers (baby-sitters) prevent children from choking?

6. What are the three rules children should follow while eating?

7. Name one rule children should follow during playtime?

8. When does a person perform the Heimlich Maneuver?

9. Why is it important that you know this information?

10. What advice would you give to a classmate who is going to baby-sit a one year old?



RISK WATCH® AREA: POISONING PREVENTION

Objective:

Students will read Poison Prevention in the Home and answer questions pertaining to the handout.

Preparation:

Copy the informational handout, “Poison Prevention in the Home” and the question sheet for each student.

Procedure:

1. Have students read the informational handout, “Poison Prevention in the Home” aloud.
2. Have students answer the questions on their own.
3. Discuss the students’ answers and discuss the article in detail.

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 1: READ WITH UNDERSTANDING AND FLUENCY.

- 1.B.2A ESTABLISH PURPOSES FOR READING; SURVEY MATERIALS; ASK QUESTIONS; MAKE PREDICTIONS; CONNECT, CLARIFY AND EXTEND IDEAS.
- 1.B.2B IDENTIFY STRUCTURE (E.G., DESCRIPTION, COMPARE/CONTRAST, CAUSE AND EFFECT, SEQUENCE) OF NONFICTION TEXTS TO IMPROVE COMPREHENSION.
- 1.B.2C CONTINUOUSLY CHECK AND CLARIFY FOR UNDERSTANDING (E.G., IN ADDITION TO PREVIOUS SKILLS, CLARIFY TERMINOLOGY, SEEK ADDITIONAL INFORMATION).
- 1.B.2D READ AGE-APPROPRIATE MATERIAL ALOUD WITH FLUENCY AND ACCURACY.

STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.

- 3.A.2 WRITE PARAGRAPHS THAT INCLUDE A VARIETY OF SENTENCE TYPES; APPROPRIATE USE OF THE EIGHT PARTS OF SPEECH; AND ACCURATE SPELLING, CAPITALIZATION AND PUNCTUATION

STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.

- 4.B.2B USE SPEAKING SKILLS AND PROCEDURES TO PARTICIPATE IN GROUP DISCUSSIONS.

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 22: UNDERSTAND THE PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

- 22.A.2A DESCRIBE BENEFITS OF EARLY DETECTION AND TREATMENT OF ILLNESS.
- 22.A.2C DESCRIBE AND COMPARE HEALTH AND SAFETY METHODS THAT REDUCE THE RISKS ASSOCIATED WITH DANGEROUS SITUATIONS (E.G., WEARING SEAT BELTS AND HELMETS, USING SUNSCREEN).

STATE GOAL 24: PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.

- 24.B.2 DESCRIBE KEY ELEMENTS OF A DECISION-MAKING PROCESS.



Poison Prevention in the Home

Millions of people are unintentionally poisoned every year, and children under the age of six are at the greatest risk. They are extremely curious about their environment and have a tendency to put anything and everything in their mouth. According to the U.S. Poison Control Center a child is unintentionally poisoned every 30 seconds and more than 50% of all poisonings occur at home for children under six years of age.

A poison is any substance that can cause harmful effects in the body. Poisons can come in many different forms: liquid, powder, sprays, gases and pills to name a few. Poisons can be found in any room within the home. However, most poisonings occur in the kitchen and bathroom.

Poison-proofing your home is key to preventing childhood poisonings. Here is a checklist for poison-proofing your home:

- Clearly mark all poisons
- Don't store poisons in food or beverage containers (keep them in their original container marked with a label).
- Lock up poisons and medicines so they are out of reach and sight of small children.
- If possible use child-resistant packaging.
- Avoid taking medicine in front of children and never refer to medications as "candy".
- Read all labels and follow the instructions closely.
- Watch children at all times.
- Keep the number for your doctor and poison control center near the telephone.

Do you know what to do if there is a poisoning in your house? Here are a few steps to follow:

1. Stay calm.
2. Call your poison center immediately and have the following information ready:
 - Child's condition
 - Product containers or bottles
 - Time the poisoning occurred
 - Your name and telephone number
3. Follow the instructions that the poison center gives you.



Poison Prevention in the Home

NAME _____

DIRECTIONS: Read the informational handout Poison Prevention in the Home and answer the questions in complete sentences.

1. Define unintentional (you will need a dictionary):

2. Use the word unintentional in a sentence:

3. Which age group is at the highest risk of poisonings? Explain why this age group is at the highest risk?

4. Where do more than 50% of the poisonings occur for children under six?

5. What is the definition for poison?

6. Name three forms that poisons may come in and give an example of each.

7. Explain why most poisonings occur in the kitchen and the bathroom?

8. How should a person store poisons in a home that has children?

9. Why is it important for parents not to refer to medicine as "candy"?

10. What information should you have ready when you call the poison control center?

11. If you had to pass on only three important pieces of information to family member about this article, what three things would you say?



RISK WATCH[®] AREA: FALLS PREVENTION

Objective:

Demonstrate knowledge of Falls Prevention by identifying statements that are ways to prevent personal or family injury and rewriting those that are not.

Preparation:

Duplicate the Student Information found on the back of the Falls Prevention Icon card in the Risk Watch[™] Curriculum for each student or place on an overhead. Duplicate the Falls Prevention Worksheet for each student.

Procedure:

1. Review the information on the Icon card with the class.
2. Pass out the worksheet to each student.
3. Review instructions on the worksheet. (Read each statement and decide whether it is a way to prevent personal or family injury. If it is a way to prevent injury (yes) circle T for true. If it is not a way to prevent injury (no) circle F for false. If the statement is false rewrite the statement so that it becomes true and is a way to prevent injury.
4. Finish by reviewing each statement as a class.

Extensions:

1. Go out to the playground and conduct a series of tests to evaluate how safe the playground is.
 - a. Based on your findings compile the data and write a letter to the school principal stating what you have discovered.
2. According to the safety information presented on the icon card estimate as a class how many students do not follow these rules, then sit out during a lunch recess and tally the actual number. When all students return from lunch recess take some time to see how accurate your predictions were. Some of the safety issues you could estimate and observe are:
 - a. Sandals on the playground
 - b. Untied shoelaces
 - c. Jackets with drawstrings around the neck
 - d. Running and games that are being played near the playground equipment
 - e. Broken chains, loose or broken bars, loose or broken steps on playground equipment
 - f. Rough edges, splinters, or protruding nails on playground equipment
 - g. Correct use of swings, slides, climbing structures, seesaws, etc.

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 1: READ WITH UNDERSTANDING AND FLUENCY.

- 1.A.2B CLARIFY WORD MEANING USING CONTEXT CLUES AND A VARIETY OF RESOURCES INCLUDING GLOSSARIES, DICTIONARIES AND THESAURUSES.
- 1.B.2A ESTABLISH PURPOSES FOR READING; SURVEY MATERIALS; ASK QUESTIONS; MAKE PREDICTIONS; CONNECT, CLARIFY AND EXTEND IDEAS.
- 1.B.2B IDENTIFY STRUCTURE (E.G., DESCRIPTION, COMPARE/CONTRAST, CAUSE AND EFFECT, SEQUENCE) OF NONFICTION TEXTS TO IMPROVE COMPREHENSION.
- 1.B.2C CONTINUOUSLY CHECK AND CLARIFY FOR UNDERSTANDING (E.G., IN ADDITION TO PREVIOUS SKILLS, CLARIFY TERMINOLOGY, SEEK ADDITIONAL INFORMATION).
- 1.B.2D READ AGE-APPROPRIATE MATERIAL ALOUD WITH FLUENCY AND ACCURACY.

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

- 22.A.2C DESCRIBE AND COMPARE HEALTH AND SAFETY METHODS THAT REDUCE THE RISKS ASSOCIATED WITH DANGEROUS SITUATIONS (E.G., WEARING SEAT BELTS AND HELMETS, USING SUN-SCREEN).



Is this a way to prevent personal or family injury?

NAME _____

DATE _____

DIRECTIONS: Read each sentence to determine if it is a way to prevent personal or family injury. Circle T for true or if this is not a way to prevent personal or family injury circle F for false. If you circle false rewrite the statement so that it becomes true.

1. Stay away from open windows.

T F Window guards should be used on windows that are used as fire exits even if they are equipped with a quick-release mechanism that can be opened easily from inside.

2. Avoid playing on stairs and escalators.

T F Keeping your toys on the stairs is the safest place for them.

3. Learn and follow safe play rules.

T F Take turns on the equipment because when many people want to do something at the same time it is easy for them to trip over one another.

4.

T F Jackets with drawstrings around the neck are safe to wear at the playground.

5.

T F Walk directly in front of a swing with someone on it.

6.

T F Don't stand up at the top of the slide.

7.

T F Climbing structures should be used for climbing not acrobatics.

8.

T F Always have two people sitting at each end of the seesaw.

9.

T F Playground surfaces should be covered with at least 5 inches or 30 centimeters of shredded mulch, wood chips, pea gravel, or rubber material specially designed for use under playground equipment.



RISK WATCH[®] AREA: FIREARMS INJURY PREVENTION

Objective:

Construct, read, and analyze a bar graph.

Preparation:

Duplicate the Student Information from the Risk Watch[®] Curriculum found on the back of the Firearms Injury Prevention Icon card. Discuss firearm safety with the class. Arrange access to graph supplies: butcher paper, construction paper, rulers, markers, and pencils.

Procedure:

1. Have students survey at least 10 people over 18 years of age.
 - Ideas of who to interview: aunts, uncles, cousins, neighbors, teachers, or other school staff.
2. Brainstorm as a class yes/no questions to ask on the survey for graphing purposes and other questions to ask for class discussion purposes.
 - Sample Questions:
 - How many people live in your home?
 - Do you have firearms in your home?
 - If yes, how many?
 - If yes, are there any children in the home? (18 years or younger)
 - How many children are in the home?
 - Has anyone in your home been through training on how to handle a gun?
 - If yes, how many people?
 - Is anyone in your home First Aid or CPR certified?
 - If yes, how many people?

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.

4.A.2A DEMONSTRATE UNDERSTANDING OF THE LISTENING PROCESS (E.G., SENDER, RECEIVER, MESSAGE) BY SUMMARIZING AND PARAPHRASING SPOKEN MESSAGES ORALLY AND IN WRITING IN FORMAL AND INFORMAL SITUATIONS.

4.B.2A PRESENT ORAL REPORTS TO AN AUDIENCE USING CORRECT LANGUAGE AND NONVERBAL EXPRESSIONS FOR THE INTENDED PURPOSE AND MESSAGE WITHIN A SUGGESTED ORGANIZATIONAL FORMAT.

4.B.2B USE SPEAKING SKILLS AND PROCEDURES TO PARTICIPATE IN GROUP DISCUSSIONS.

MATHEMATICS

STATE GOAL 10: COLLECT, ORGANIZE AND ANALYZE DATA USING STATISTICAL METHODS; PREDICT RESULTS¹ AND INTERPRET UNCERTAINTY USING CONCEPTS OF PROBABILITY.

10.A.2A ORGANIZE AND DISPLAY DATA USING PICTURES, TALLIES, TABLES, CHARTS, BAR GRAPHS, LINE GRAPHS, LINE PLOTS AND STEM-AND-LEAF GRAPHS.

10.A.2B USING A DATA SET, DETERMINE MEAN, MEDIAN, MODE AND RANGE, WITH AND WITHOUT THE USE OF TECHNOLOGY.

10.B.2B COLLECT, ORGANIZE AND DISPLAY DATA USING TABLES, CHARTS, BAR GRAPHS, LINE GRAPHS, CIRCLE GRAPHS, LINE PLOTS AND STEM-AND-LEAF GRAPHS.

PHYSICAL DEVELOPMENT AND HEALTH

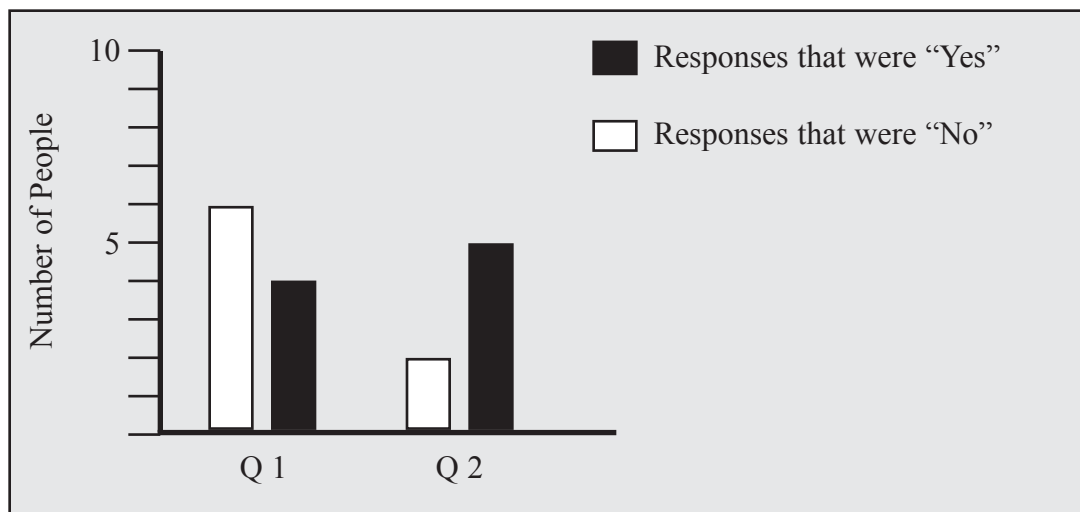
STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

22.A.2C DESCRIBE AND COMPARE HEALTH AND SAFETY METHODS THAT REDUCE THE RISKS ASSOCIATED WITH DANGEROUS SITUATIONS (E.G., WEARING SEAT BELTS AND HELMETS, USING SUN-SCREEN).



Procedure (cont):

3. Have students graph their results on a bar graph. A sample is shown below:



4. Discuss the results as a whole class.
 - What were some of the interesting facts students discovered?
 - Have some students display their graphs and discuss them.
5. Create a class graph that reflects cumulative results.
 - Using a large piece of butcher paper construct a class graph based on student findings.
6. Analyze the graphs based on facts presented on the Firearms Injury Prevention Icon Card.
 - Did the class results reflect the same findings?
 - What new findings can you conclude?

Extensions:

1. Based on the information students found create informational/educational brochures/flyers to be displayed around school.
2. Have students create brief group presentations that display their graphs and findings and present them to other classrooms.
3. Submit their findings to the school newsletter that is sent to parents.



RISK WATCH[®] AREA: BIKE SAFETY

Objective:

Students will solve bike safety mathematical word problems.

Preparation:

Copy worksheet on page 17 for each student.

Procedure:

1. Discuss with the class the importance of bike safety equipment. Go over the bike safety information in the Risk Watch[®] Curriculum.
2. Have students pretend they are opening up a small bike shop. Have them brainstorm bike safety items they would sell in their store. Have students explain how each safety item protects them and helps them avoid and reduce injury to themselves.
3. Draw a line down the middle of the board and write down their ideas (helmet/protects the brain, elbow pads/protects the elbows, neon clothing/easy to be seen by passing cars at night, etc.)
4. Explain to students they are going to solve a few bike safety word problems.
5. After students have solved the problems go over the answers together.

Teacher Answer Key

1. \$ 46.89
2. \$ 40.02
3. Water bottle and carrier, neon arm bands and skate pads
4. \$ 94.94
5. \$185.96
6. 7 mountain bikes and 7 bike helmets

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 5: USE THE LANGUAGE ARTS TO ACQUIRE, ASSESS AND COMMUNICATE INFORMATION.

5.A.2A FORMULATE QUESTIONS AND CONSTRUCT A BASIC RESEARCH PLAN.

5.A.2B ORGANIZE AND INTEGRATE INFORMATION FROM A VARIETY OF SOURCES (E.G., BOOKS, INTERVIEWS, LIBRARY REFERENCE MATERIALS, WEB SITES, CD/ROMS).

5.C.2A CREATE A VARIETY OF PRINT AND NONPRINT DOCUMENTS TO COMMUNICATE ACQUIRED INFORMATION FOR SPECIFIC AUDIENCES AND PURPOSES.

5.C.2B PREPARE AND DELIVER ORAL PRESENTATIONS BASED ON INQUIRY OR RESEARCH.

MATHEMATICS

STATE GOAL 6: DEMONSTRATE & APPLY KNOWLEDGE AND SENSE OF NUMBERS, INCLUDING NUMERATION & OPERATION (ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION), PATTERNS, RATIOS, AND PROPORTIONS.

6.B.2 SOLVE ONE- AND TWO-STEP PROBLEMS INVOLVING WHOLE NUMBERS, FRACTIONS AND DECIMALS USING ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION.

6.C.2A SELECT AND PERFORM COMPUTATIONAL PROCEDURES TO SOLVE PROBLEMS WITH WHOLE NUMBERS, FRACTIONS AND DECIMALS.

6.C.2B SHOW EVIDENCE THAT COMPUTATIONAL RESULTS USING WHOLE NUMBERS, FRACTIONS AND DECIMALS ARE CORRECT AND/OR THAT ESTIMATES ARE REASONABLE.

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

22.A.2c DESCRIBE AND COMPARE HEALTH AND SAFETY METHODS THAT REDUCE THE RISKS ASSOCIATED WITH DANGEROUS SITUATIONS (E.G., WEARING SEAT BELTS AND HELMETS, USING SUN-SCREEN).



Bike Safety

NAME _____

DATE _____

DIRECTIONS: Solve the word problems below.

FLOOR PUMP \$14.98

SAFETY LIGHT SET \$9.99

BIKE PADS \$6.99

YOUTH BIKE HELMET \$12.99

WATER BOTTLE AND CARRIER \$4.95

26 INCH MEN'S MOUNTAIN BIKE \$109.98

20 INCH FREESTYLE BIKE \$79.98

SKATE PADS \$18.25

SAFETY NEON ARMBAND \$6.65

YOUTH BIKE HELMET WITH PADS \$19.97

ADULT BIKE HELMET \$19.99

20 INCH BOYS BIKE \$69.98

26 INCH LADIES MOUNTAIN BIKE \$89.99

24 INCH GIRLS BIKE \$79.99

1. Kevin went to Bike Paradise and bought a floor pump, a youth bike helmet, bike pads and a water bottle with a carrier. How much money did Kevin spend?

2. Susan had a gift certificate for \$150.00 at Bike Paradise. She bought a ladies 26-inch mountain bike and an adult helmet. How much change will she get back?

3. MARRISA was given \$30.00 for her birthday. She wanted to buy bike safety equipment at the bike shop. Find the combination of three bike safety items that will come as close as possible to \$30.00 without going over. Skate pads, water bottle plus carrier, youth bike helmet with pads, safety light set, or safety neon armband.

4. Robert bought a freestyle bike, safety light set and bike helmet with pads at Bike Paradise on Saturday. He had a coupon for \$15.00 off any purchase of \$100.00 or more. How much was Robert's total after the coupon?

5. Bike Paradise was having a special on girl's bicycles. They were reducing the price at the register by \$14.00. The Cohen family purchased the following items: a 24-inch girl's bike, a men's mountain bike and a safety light set. How much money did the Cohen family spend?

6. The Mesa Fire Department wanted to purchase mountain bikes and bike helmets for their bike team. They were given \$1,000.00 to spend. For every mountain bike they purchase they will need to buy an adult bike helmet. How many mountain bikes and bike helmets can they buy for \$1,000.00?



RISK WATCH[®] AREA: BIKE AND PEDESTRIAN SAFETY

Objective:

The students will research and analyze information regarding Bike and Pedestrian Safety and distinguish between responsible/proper procedure and risky behaviors by listing differences.

Preparation:

You may want to talk with the media center specialist to pull books that students may use while researching.

Procedure:

1. Divide class into five groups.
 - a. Crossing the street
 - b. Bike safety rules
 - c. Hand signals
 - d. Bike helmets
 - e. Clothing
2. Have groups research responsible and proper procedures relevant to their topic. Once the responsible behaviors are established have students conduct research and gather data to find local statistics for either responsible or risky behaviors they see.
3. Have each group decide what data they are going to collect and how to collect their data.
 - Ideas of where and how to gather data:
 - Where: Sit in a location tracking the pedestrians/bicyclist that you see and the behaviors that they exhibit.
 - School (before/after)
 - Sitting outside your house
 - At a local park or public location
 - How: Gather data based on one of the following topics
 - Are people crossing the street using the proper procedures?
 - Do they stop at the curb or edge of the road?
 - Do they walk or run into the street?
 - Do they listen and look for traffic to the left, right, and to the left again?
 - Do they wait until the street is clear and continue looking until they have crossed?



Procedure (cont.):

- Are people using bike safety rules?
 - Are they riding on sidewalks or safe areas only?
 - Are children seen riding at night?
 - Do they make a complete stop when entering a sidewalk, path or driveway?
 - Do they walk, not ride, their bike across the street?
 - When they are riding on the street do they ride with the traffic flow, not against it?
 - Do they obey stop signs?
 - Are people using the correct hand signals when riding a bike?
 - Create a quick quiz to see if students know the correct hand signals and hand it out to classes at school.
 - If you see a car without turning signals does the driver use hand signals?
 - Are people wearing a bicycle helmet correctly?
 - Create a quick quiz to see if students own or use helmets.
 - How many of the students at school always use their helmet?
 - What colors do people wear most often when out walking or biking?
 - What research can you discover about suggested or preferred colors to wear while walking or biking?
 - What is the distance of visibility for drivers to see a pedestrian or biker based on the color of their clothing?
 - What is the safest color to wear?
4. After students have been given a designated amount of time to conduct outside research assign a date when their completed data should be brought back into class.
5. Have each group decide on a method to display their findings or decide on one method that the entire class will use.
- a. Report
 - b. Oral Presentation
 - c. Graphs to be displayed
 - d. Brochure
 - e. Poster
 - f. Video
6. On the designated day have each group either present or submit their final project.
7. If group projects are being submitted and not presented, a group discussion should be conducted so that students have an opportunity to share their findings and learn about others.

Extensions:

1. Have students present their findings to other classes or the school PTO.
2. Invite the principal into the classroom for a special presentation about the risky behavior observed around or on school grounds. Discuss ideas about how to educate the students at school about responsible behaviors.
3. Have students organize their findings into a brochure or flyer that will be sent home to parents.



RISK WATCH® AREA: WATER SAFETY

Objective:

Students will read and answer questions from a water incident and fatality math table.

Preparation:

Copy the Water Related Incident and Fatality table and the question sheet for each student.

Procedure:

1. Discuss with the class the importance of being safe around water. Go over the water safety rules with the class. Stress how important it is for them to teach younger siblings or family members these important rules.
2. Define the word fatality. Explain what a water related incident is.
3. Discuss the table with the students. Ask the students why they believe Arizona has one of the highest drowning rates in the country. Ask the students to write down 5 ways parents could prevent a drowning from occurring (i.e. supervision, pool fence, moving patio furniture away from fence, etc.)
4. Have students answer the questions using the water statistical chart.

Teacher Answer Key

- | | |
|---------------|--|
| 1. definition | 7. Answers will vary |
| 2. Phoenix | 8. Glendale in 1999 |
| 3. 103 | 9. 348 |
| 4. 4 | 10. 2000 |
| 5. 64 | 11. 2000 |
| 6. 58 | 12. any tips/rules in the Risk Watch® Curriculum |

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 1: READ WITH UNDERSTANDING AND FLUENCY.

- 1.A.2A READ AND COMPREHEND UNFAMILIAR WORDS USING ROOT WORDS, SYNONYMS, ANTONYMS, WORD ORIGINS AND DERIVATIONS.
- 1.A.2B CLARIFY WORD MEANING USING CONTEXT CLUES AND A VARIETY OF RESOURCES INCLUDING GLOSSARIES, DICTIONARIES AND THESAURUSES.
- 1.B.2A ESTABLISH PURPOSES FOR READING; SURVEY MATERIALS; ASK QUESTIONS; MAKE PREDICTIONS; CONNECT, CLARIFY AND EXTEND IDEAS.
- 1.B.2B IDENTIFY STRUCTURE (E.G., DESCRIPTION, COMPARE/CONTRAST, CAUSE AND EFFECT, SEQUENCE) OF NONFICTION TEXTS TO IMPROVE COMPREHENSION.
- 1.B.2C CONTINUOUSLY CHECK AND CLARIFY FOR UNDERSTANDING (E.G., IN ADDITION TO PREVIOUS SKILLS, CLARIFY TERMINOLOGY, SEEK ADDITIONAL INFORMATION).

STATE GOAL 3: WRITE TO COMMUNICATE IN A VARIETY OF SITUATIONS.

- 3.A.2 WRITE PARAGRAPHS THAT INCLUDE A VARIETY OF SENTENCE TYPES; APPROPRIATE USE OF THE EIGHT PARTS OF SPEECH; AND ACCURATE SPELLING, CAPITALIZATION AND PUNCTUATION.

MATHEMATICS

STATE GOAL 6: DEMONSTRATE & APPLY A KNOWLEDGE AND SENSE OF NUMBERS, INCLUDING NUMERATION & OPERATION (ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION), PATTERNS, RATIOS, AND PROPORTIONS.

- 6.B.2 SOLVE ONE- AND TWO-STEP PROBLEMS INVOLVING WHOLE NUMBERS, FRACTIONS AND DECIMALS USING ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

- 22.A.2C DESCRIBE AND COMPARE HEALTH AND SAFETY METHODS THAT REDUCE THE RISKS ASSOCIATED WITH DANGEROUS SITUATIONS (E.G., WEARING SEAT BELTS AND HELMETS, USING SUN-SCREEN).



1998 Water Related Incidents and Fatalities

FIRE DEPARTMENTS	TOTAL CHILDREN INCIDENTS	TOTAL ADULT INCIDENTS	CHILD FATALITIES	ADULT FATALITIES
Mesa Fire Department	12	4	4	1
Phoenix Fire Department	45	24	9	7
Tempe Fire Department	3	3	1	1
Glendale Fire Department	9	3	1	3

1999 Water Related Incidents and Fatalities

FIRE DEPARTMENTS	TOTAL CHILDREN INCIDENTS	TOTAL ADULT INCIDENTS	CHILD FATALITIES	ADULT FATALITIES
Mesa Fire Department	12	5	1	1
Phoenix Fire Department	47	20	5	17
Tempe Fire Department	1	1	0	1
Glendale Fire Department	7	1	0	0

2000 Water Related Incidents and Fatalities

FIRE DEPARTMENTS	TOTAL CHILDREN INCIDENTS	TOTAL ADULT INCIDENTS	CHILD FATALITIES	ADULT FATALITIES
Mesa Fire Department	15	12	2	6
Phoenix Fire Department	70	35	13	10
Tempe Fire Department	8	0	1	0
Glendale Fire Department	9	2	0	1

2001 Water Related Incidents and Fatalities

FIRE DEPARTMENTS	TOTAL CHILDREN INCIDENTS	TOTAL ADULT INCIDENTS	CHILD FATALITIES	ADULT FATALITIES
Mesa Fire Department	17	3	3	1
Phoenix Fire Department	79	25	15	12
Tempe Fire Department	3	3	0	2
Glendale Fire Department	11	1	3	1



NAME _____

DATE _____

DIRECTIONS: Answer the following questions using the Water Related Incident and Fatality Report table.

1. Define the word fatality:

2. In 1998 what city had the highest number of child fatalities?

3. How many near drownings were there in 1998 in all four cities?

4. How many more water related incidents and fatalities occurred in Phoenix in 1999 than in 1998?

5. What is the total number of adult fatalities in 1998, 1999, 2000 and 2001?

6. What is the total number of child fatalities in 1998, 1999, 2000, and 2001?

7. After studying the table do you believe the number of child fatalities are decreasing or increasing?

Explain your answer.

8. Which city and year had the lowest number of total incidents for adults and children?

9. How many child water related incidents occurred all four years?

10. Which year had a total number of 33 child and adult fatalities?

11. Which year had a total of 102 near drownings or water related incidents for children?

12. List 5 tips that could save a child from drowning:



RISK WATCH[®] CULMINATING LESSON

Objective:

Students will apply what they have learned throughout the Risk Watch[®] Curriculum and write a friendly letter.

Preparation:

All lessons in the Risk Watch[®] Curriculum must be completed.

Lined paper

Procedure:

1. Students will brainstorm in groups all of the safety rules they have learned in the Risk Watch[®] Curriculum (the eight targeted areas). Students will fold a piece of paper into fourths. They will label the top of each column. Students will be using the front and back of the paper for writing down their responses (four targeted areas on the front side of the paper and four targeted areas on the back). Students will write what they have learned under each column.
2. After students have written sufficient information on their paper they will share their safety rules with the class. Discuss each of the eight Risk Watch[®] areas and the importance of following the safety rules associated with it.
3. After discussing the eight risk areas students will write a letter to their parents or their caretaker. Students are to choose four out of the eight risk areas and in their letter they will write what they have learned.
4. Go over the format for a friendly letter (date, heading, body, and closing). Tell students they will need to have an introduction to their letter, four paragraphs on four different safety related risk areas and a closing paragraph.
5. Remind students to use their brainstorming sheet when they are writing their letter.

ILLINOIS STATE STANDARDS:

ENGLISH LANGUAGE ARTS

STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES.

- 3.A.2 WRITE PARAGRAPHS THAT INCLUDE A VARIETY OF SENTENCE TYPES; APPROPRIATE USE OF THE EIGHT PARTS OF SPEECH; AND ACCURATE SPELLING, CAPITALIZATION AND PUNCTUATION.
- 3.B.2A GENERATE AND ORGANIZE IDEAS USING A VARIETY OF PLANNING STRATEGIES (E.G., MAPPING, OUTLINING, DRAFTING).
- 3.B.2B ESTABLISH CENTRAL IDEA, ORGANIZATION, ELABORATION AND UNITY IN RELATION TO PURPOSE AND AUDIENCE.
- 3.B.2C EXPAND IDEAS BY USING MODIFIERS, SUBORDINATION AND STANDARD PARAGRAPH ORGANIZATION.
- 3.B.2D EDIT DOCUMENTS FOR CLARITY, SUBJECTIVITY, PRONOUN-ANTECEDENT AGREEMENT, ADVERB AND ADJECTIVE AGREEMENT AND VERB TENSE; PROOFREAD FOR SPELLING, CAPITALIZATION AND PUNCTUATION; AND ENSURE THAT DOCUMENTS ARE FORMATTED IN FINAL FORM FOR SUBMISSION AND/OR PUBLICATION.

PHYSICAL DEVELOPMENT AND HEALTH

STATE GOAL 22: UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.

- 22.A.2c DESCRIBE AND COMPARE HEALTH AND SAFETY METHODS THAT REDUCE THE RISKS ASSOCIATED WITH DANGEROUS SITUATIONS (E.G., WEARING SEAT BELTS AND HELMETS, USING SUNSCREEN).

STATE GOAL 24: PROMOTE & ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.

- 24.A.2b DEMONSTRATE POSITIVE VERBAL AND NONVERBAL COMMUNICATION SKILLS (E.G., POLITE CONVERSATION, ATTENTIVE LISTENING, BODY LANGUAGE).
- 24.B.2 DESCRIBE KEY ELEMENTS OF A DECISION-MAKING PROCESS.